

# Alaska

Alaska Department of Education  
& Early Development

## Standards Based Assessments

# Spring 2012

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**TEACHER USE ONLY**

Fill in all that apply.

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SERIAL#

**READING—SAMPLE QUESTIONS****Directions**

**Read the Sample Passage and Sample Questions A and B. For Sample A, fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change your answer, completely erase the mark you made before making a new mark. For Sample B, write your answer on the lines provided.**

**SAMPLE PASSAGE**

The sun was shining brightly during recess. Anne, Dustin, Ivan, and Katia were playing soccer. Suddenly the school bell began to ring. They looked at each other in surprise. Recess couldn't be over already! The first kickoff had just taken place.

Ivan said, "There must be something wrong with the school bell. Why is it ringing now?"

"Let's go find out," said Anne.

So they all jogged toward the school doors leading to the office. The doors flew open just before they arrived. The custodian came running out holding something at arm's length in a net. It was wiggling and twisting this way and that. It was trying to escape. All that the students could see was a small ball of fur in the net.

**Sample A**

Why were the students first surprised?

- Ⓐ The soccer game was canceled.
- Ⓑ The school bell rang too early.
- Ⓒ The custodian had something in a net.
- Ⓓ The teacher gave them an extra recess.

**Sample B**

Tell what the custodian might have in the net. Use an example from the passage to support your response.

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Read the passage about two pen pals. Then, answer the questions that follow.

## The Sunset in My Mailbox

by Callie Lorentson

Uh-oh. Julie's letter was here. I could tell by the way the mail carrier dropped it in my hands and fled. Peering down at the envelope, I saw the words "PLEASE REFRIGERATE CONTENTS" printed in bold black letters on the back.

This should be interesting, I thought as I slit the envelope and tipped its contents into my hand. Something sticky plopped into my palm.

It was a popsicle. A gooey, purple, sticky, slimy, gorgeous-grape-flavored popsicle that had melted all over my pen pal's letter. I deciphered the letter:

Dear Caitlin,

This popsicle was so delicious that I wanted to share it with you. It's gorgeous grape, my favorite flavor. Enjoy.

Hugs and smoochies,

Julie

P.S. Next week I'm sending you breakfast.

As I held the stained popsicle stick, I thought, breakfast?! Oh no. I could already imagine a cheese omelet traveling by mail.

Ever since we became pen pals, Julie has sent me strange things. Once, she sent her sneeze in a jar. ("I have a cold, can you tell?" she wrote.) Then she sent

her fingerprint. ("So you'll recognize me in a crowd.") One week she even sent a snowball. Or at least it *had been* a snowball. ("Here's a souvenir from my ski vacation.")

Julie sent me breakfast, all right. Cornflakes. Soggy, milky, grainy, crumbly, limp cornflakes scraped from the bottom of her cereal bowl. I lost my appetite, but I read the letter.

Dear Caitlin,

These cornflakes were so nutritious that I wanted to share this high-fiber, low-sodium, just-three-calories, balanced breakfast with you.

*Bon appétit,*

Julie

P.S. Next week I'm sending you a sunset.

"She's mistaken," I told my mom. "No one can send a sunset, not even Julie. It's impossible."

"I don't know," Mom said. "Julie might find a way. After all, she did send you her sneeze." Mom wrinkled her nose at the memory.

A week later, I waited for the mail carrier. I'd be able to tell from his face if Julie really sent a sunset. But he just popped the letters in our mailbox with a smile and continued on his way.

I checked the mail and found a box with air holes and the words “FRAGILE—THIS SIDE UP” printed in bold black letters on the top. It was from Julie.

I felt the box with my fingers. It was perfectly dry. I smelled it. It didn’t reek. I held my breath and started opening the package. What if sunbeams spring out and hit me in the face like those fake snakes in a can? I thought.

My hands shook as I lifted the last flap and peeked inside. Where in the world was the sunset? All I could find was a letter and a twisty, gray, papery shell. It looked like a submarine. I read the letter.

Dear Caitlin,

The sunsets at my house are so beautiful that I had to give you a piece. I counted at least five different colors in one yesterday. Can you find more?

Hugs and smoochies,

Julie

I looked again at the gray shell. That’s no sunset, I thought.

“You must mean the *submarines* at your house, Julie,” I said. Without reading the postscript, I laid the letter and the submarine on the kitchen table. Then I left the room to find a pen so that I could cross out “sunset” and write “submarine” above it.

When I returned, I stared in shock at the submarine. A creature was oozing out of it! Was it a sea monster? I looked closer. It was a winged creature . . . an insect . . . a butterfly. An orange, blue, purple, red, and gold butterfly. It looked like . . . a sunset!

While the sunset opened and closed its wings to dry them, I read Julie’s postscript. It said, “P.S. Next week I’m sending you Japan.”

Uh-oh.

## READING

1. What does Caitlin most likely think at the beginning of the passage?
  - (A) that the mail carrier is in a hurry
  - (B) that a fake snake is in the envelope
  - (C) that she has received a letter from someone
  - (D) that she must use large print for an address
  
2. Which word from the passage is a compound word?
  - (A) papery
  - (B) cornflakes
  - (C) refrigerate
  - (D) impossible
  
3. Why does the passage most likely end with “Uh-oh”?
  - (A) because the gray shell breaks open
  - (B) because Julie plans another surprise
  - (C) because Mom sees the winged creature
  - (D) because the kitchen table becomes dirty



4. Julie can **best** be described as

- Ⓐ proud.
- Ⓑ helpful.
- Ⓒ creative.
- Ⓓ indifferent.

5. Which would be another good title for the passage?

- Ⓐ “Julie’s Ski Vacation”
- Ⓑ “How to Mail Popsicles”
- Ⓒ “Unusual Pen Pal Gifts”
- Ⓓ “Breakfast in an Envelope”

6. Explain how Caitlin most likely feels before she opens the box marked “FRAGILE—THIS SIDE UP.” Use one example from the passage to support your explanation.

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Read the passage about a trip to Antarctica. Then, answer the questions that follow.

## My Winter in Antarctica

by Sandra Markle

On a  $-30^{\circ}\text{F}$  day last month, I pulled on my parka and hurried to Discovery Point as fast as I could. I'd heard a Weddell seal had been spotted there. Now I could see it, next to a crack in the ice-covered sea. It was the first wildlife anyone had seen since the long Antarctic winter began in February. This seal was a sign. At last the coldest, darkest winter on Earth was ending!

I spent the winter at McMurdo Station in Antarctica. McMurdo is a U.S. research center. Just 202 people live there during the winter. Because of the bad weather, there are no plane flights into or out of McMurdo from February 22 until the end of August. Except for e-mail and phone calls, we were cut off from the world for the whole winter. And what a winter it was!

### Light Shows in the Sky

It was dark for almost six months, except for the light of the moon and stars. With the windchill, it sometimes felt like  $-109^{\circ}\text{F}$ . I would catch myself holding my breath outdoors because it hurt to breathe, even through a scarf.

The air was often full of tiny glitter-like ice crystals. They blew through everything, even the zipper on my parka. When the air was clear, though, I was treated to a spectacular light show. A green glow painted the sky with sparkling, shooting lights. These dazzling lights, called auroras, occur near the poles.

Now that the sun has returned, I'm enjoying another kind of light show: mother-of-pearl clouds. Ice crystals in the clouds act as prisms and break the light into rainbows.

I'm looking forward to returning this month to my family and warmer weather, but I will always remember the amazing winter I spent in Antarctica.

### The 5 Best Things About My Winter in Antarctica

1. Auroras—I never got tired of the ever-changing light show in the sky.
2. Ice fishing—I caught an 85-pound Antarctic cod. What an ugly fish!
3. Seal songs—Sitting next to a hole in the 8-foot-thick ice, I heard a seal in the sea below. Its chirping sounds were beautiful music.
4. Mother-of-pearl clouds—I loved seeing the sky covered with rainbows!
5. Friends—The people in this little town at the bottom of the world were wonderful.

### The 5 Worst Things About My Winter in Antarctica

1. E.C.W. (Extreme Cold Weather) Gear—I had to put on 40 pounds of clothes to go outdoors.
2. Windchill—It was often  $-70^{\circ}\text{F}$  with the windchill. At that temperature, a sneeze freezes in midair!



3. Yes, we had no bananas—I sometimes dreamed about going to a grocery store full of fresh fruit.
4. The dark—I liked seeing the moon and stars—but not all night and day.
5. Almost no smells—Antarctica is so cold and dry, there isn't much to smell. Even the scent of food cooking here isn't very strong.

7. Read the sentences from the passage.

“On a  $-30^{\circ}\text{F}$  day last month, I pulled on my parka and hurried to Discovery Point as fast as I could. I'd heard a Weddell seal had been spotted there.”

Which word **best** describes how the author was probably feeling?

- (A) worried
  - (B) afraid
  - (C) excited
  - (D) joyful
8. Which word from the passage is a compound word?
  - (A) dazzling
  - (B) windchill
  - (C) wonderful
  - (D) dreamed

9. Why does the author use headings in the passage?

- Ⓐ to list events in the order they happened
- Ⓑ to tell what happens at McMurdo Station
- Ⓒ to make the passage look more interesting
- Ⓓ to tell what information is in each section

10. Which statement is an opinion from the passage?

- Ⓐ “They blew through everything, even the zipper on my parka.”
- Ⓑ “I had to put on 40 pounds of clothes to go outdoors.”
- Ⓒ “I caught an 85-pound Antarctic cod.”
- Ⓓ “What an ugly fish!”

11. What would the author probably want to do after returning home from Antarctica?

- Ⓐ watch light shows with friends and family
- Ⓑ look forward to darkness all night and day
- Ⓒ go to a grocery store full of fresh fruit
- Ⓓ put on heavy clothing for the outdoors

12. Which is the **best** summary of the passage?

- Ⓐ The author both liked and disliked living in Antarctica and will never forget the winter there.
- Ⓑ McMurdo Station is a research center in Antarctica, where several people live during the winter.
- Ⓒ The air in Antarctica is full of tiny glitter-like ice crystals, and it is very cold and dry.
- Ⓓ The author really enjoyed living in Antarctica, where the wildlife is sometimes a sign of warmer days.

Read the passage about a discovery in the forest. Then, answer the questions that follow.

# Kima

by Melinda Lee

Kima hummed an African folk song as she strolled along the forest trail. Her tall, lanky body glided easily through the dense foliage. She was on her way to the Gorilla Research Center. Her father, Mutar, worked as a tracker at the center. It was a long walk from her village, but Kima did not mind. She loved visiting the center. Everyone who worked there was nice, especially Laura.

Kima smiled as she thought of her friend. Laura Jones had come from America to study the mountain gorillas. She and Kima had taken an instant liking to each other. Laura had taught Kima many things about the gorillas and had even taken her to meet one of the groups that was used to seeing humans.

Kima hoped to become a scientist, just like Laura. She longed to go to college when she finished at the village school. Kima was prepared to work hard to attain her goals.

Kima sat down to rest on a fallen tree. She took a deep breath of mountain air. It was spring, and the newly blossomed flowers provided her nose with pleasant scents. She was a little hungry, so she took a banana out of her pack to eat.

Suddenly, Kima jumped to her feet. There were noises coming from the bushes behind her! She watched silently as a thickly furred head appeared. It was a gorilla! As he slowly moved into view, Kima saw his broad silvery back. There were no other gorillas with him. Kima

shivered. Silverbacks who traveled alone were very dangerous.

Kima knew the gorilla sensed her presence. She knelt down on the forest floor. She kept her head lowered and pretended to eat the leaves of a nearby plant. This was to show the animal that she was not a threat. The gorilla picked up some branches and slapped the ground with them. Then he stood and beat his chest. The sound was deafening to Kima's ears.

This is the end of me, Kima thought as she heard the thundering of his legs running toward her. He was charging!

The gorilla stopped just as he reached Kima. She could feel his hot breath as he sniffed her. Slowly, Kima opened her eyes and looked at the black limbs in front of her. She noticed the gorilla's left arm. There was a ring of wire wrapped tightly around his wrist.

"You have put your arm into a trap," Kima whispered.

The gorilla looked down into Kima's gentle gaze. He let out a heavy sigh and then lay down beside her. Kima saw the pain in his black eyes and knew what she had to do.

"I will get help," Kima said softly. "Stay here, gorilla."

As fast as she could, Kima ran to the center. She went straight to Laura's cabin.

"Laura, Laura! Come quick!" Kima yelled as she pounded on the door.



The door opened. “What is it, Kima?”

Quickly, Kima told Laura about the injured silverback.

“Go get your father right away,” Laura directed. “Tell him to bring a few other trackers. I have to get the veterinarian.”

Kima did as she was told. Soon she was leading the group to the place where she had left the gorilla. She saw that the veterinarian, Dr. Young, had brought a tranquilizer gun. He planned to put the animal to sleep before treating him.

“Look, there he is,” Kima whispered to the veterinarian.

The gorilla started to rise, but Dr. Young quickly shot him with a tranquilizer dart. Once the drug had taken effect, everyone went to work. Kima watched as the wire snare was cut off and a salve applied to the wound. Then the sleeping giant got a shot of antibiotics.

“Will he be all right?” Kima asked.

“He is strong and healthy,” Dr. Young replied. “He will be just fine. The researchers will keep an eye on him to make sure.”

“I’m just glad it was Kima and not those poachers who found him,” Laura added.

“My Kima is very brave and smart.” Mutar hugged his daughter. “Go back with the doctor and Miss Laura. I must go with the men to see if there are more traps.”

Kima watched her father and the other trackers disappear into the forest. She then went to the gorilla.

“Goodbye, gorilla,” she said. “It was nice to meet you.”

“Let’s go, Kima,” Laura said, “before he wakes.”

Back in Laura’s cabin, Kima watched curiously as her friend dug through piles of boxes.

“What are you looking for?” Kima asked.

“Aha!” Laura exclaimed when she found what she was looking for. “These are for you. I was going to give them to you next year, but after what happened today, I think now is the perfect time.”

Kima looked into the box Laura had given her. Inside were books.

“These are the books I studied in college,” Laura told her. “They’re all about primates and how to study them. I bet if you start reading them now, you’ll soon be the best researcher this center has ever seen.”

“Thank you.” Kima beamed. She hugged the books tightly against her and got up to leave.

“Where are you going?” Laura asked.

“I have to go home right away,” Kima explained. “To study.”

13. As used in the passage, what does the word strolled mean?

- Ⓐ walked
- Ⓑ studied
- Ⓒ prepared
- Ⓓ appeared

14. In which word does “-ist” mean the same as it does in “scientist”?

- Ⓐ mist
- Ⓑ artist
- Ⓒ insist
- Ⓓ twist

15. What is Kima’s reaction when she sees the silverback is alone?

- Ⓐ She shivers in fear.
- Ⓑ She jumps to her feet.
- Ⓒ She runs away.
- Ⓓ She calls for help.

16. According to the passage, how is the silverback injured?

- Ⓐ He has hurt himself by running.
- Ⓑ His arm has been caught in a trap.
- Ⓒ Dr. Young has shot him with a dart.
- Ⓓ Mutar has transported him in a box.

17. What is the primary work of the people at the Gorilla Research Center?

- Ⓐ training gorillas to like humans
- Ⓑ studying gorillas in their surroundings
- Ⓒ giving the gorillas medicine
- Ⓓ sending gorillas to other countries

18. What is the last step the veterinarian takes when treating the gorilla?

- Ⓐ He gives the gorilla a shot of antibiotics.
- Ⓑ He applies a salve to the cut on the gorilla.
- Ⓒ He moves the gorilla to the research center.
- Ⓓ He removes a wire found on the gorilla.

19. Why does Laura give her books to Kima?

- Ⓐ Laura asks Kima to take the books back home for her.
- Ⓑ Laura thinks Kima needs entertainment.
- Ⓒ Laura worries that Kima will want to study medicine.
- Ⓓ Laura knows that Kima wants to go to college to learn about gorillas.

20. Which words **best** describe Kima?

- Ⓐ small and quick
- Ⓑ strong and healthy
- Ⓒ shy and curious
- Ⓓ brave and smart

21. Where does **most** of the passage take place?

- Ⓐ at the Gorilla Research Center
- Ⓑ near a village school
- Ⓒ in an African forest
- Ⓓ next to a jungle river

22. Which would be the **best** new title for the passage?

- Ⓐ “Helping a Silverback”
- Ⓑ “A Walk Through the Forest”
- Ⓒ “Pleasant Mountain Scents”
- Ⓓ “Scientists Study Silverbacks”



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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Read the passage about telling time. Then, answer the questions that follow.

### A Matter of Time

How did people measure time before they had clocks? Thousands of years ago, people could measure the time of year by looking up at the stars. The night sky could be used like a giant clock. As time passed, Earth moved around the sun, and stars appeared to change positions in the night sky.

Then someone had an idea. By pounding a stick into the ground when the sun was shining and noting where its shadow fell, humans had a crude way of measuring the time of day. The rotation of Earth caused changes in the position of the shadow and indicated the time, like the hour hand of a clock.

From this idea a sundial was created. It had a round face that was marked off in numerals. A marker was fixed to the center of the face. When the sun shone, the marker cast its shadow on the numbers.

The trouble with this sundial was that it could be used only when it was not cloudy.

Next, people began counting hours by burning a rope. Knots were tied in the rope, and it was set afire. It took one hour for the rope to burn from one knot to the next.

Years later, people used candles marked in equal divisions. It took one-half hour for each band to burn.

Candles were also the first alarm clocks. A shoe was tied to a nail. The nail was stuck into the candle at the point at which the person wished to awaken.

When the candle burned down to the nail, the shoe fell, waking the sleeper.

Water was also used to tell time. The simplest water clock was a bowl with a very tiny hole in the bottom. A measured amount of water was poured into the bowl, and the time it took to trickle out was noted. Thus it was known how much time it took for the bowl to become empty.

The water clocks used in China worked in reverse. A watchman put an empty bowl into a pan of water. The bowl had a tiny hole in the bottom. It took one hour for the bowl to fill with water and sink to the bottom of the pan. Then the bowl was emptied and used again.

In the search for a better way to tell time, sand was also used. It did not evaporate or freeze, and it flowed at a more even rate than water did. Two glass bulbs were connected by a narrow neck. One bulb was filled with sand. Time was measured by the sand running from one bulb into the other. Since most of the clocks held an hour's measure of sand, they were called hourglasses.

No one really knows where or when the first mechanical clocks were invented. In the fourteenth century (about 700 years ago), mechanical clocks were used in the towers of churches. These clocks worked by means of heavy weights turning the wheels that ran the clocks. Late in the fifteenth century, mainsprings were introduced to drive clocks. Then a pendulum was added. Its swing controlled the movement of the clock's hands, making clocks more accurate.



One of the first house clocks was made in the shape of a lantern and was called a lantern clock.

Many German farmers used to pass the long winter months carving things from wood. So they turned to carving clock cases built like little rustic houses covered with leaves. In some of these clocks, a cuckoo appeared through a door at the top of the house. The number of cuckoo calls told the hour.

In England, skilled cabinetmakers joined with clockmakers to make the famous grandfather clock.

As time passed, humans learned about electricity. It could be used to run clocks. Today, every home can have a clock.

24. According to the passage, how did ancient people use the sky as a giant clock?

- Ⓐ by watching the stars appear to change locations
- Ⓑ by using lantern clocks after sunset
- Ⓒ by watching the sun appear to move across the sky
- Ⓓ by using candles to represent the stars

25. Which word is a synonym for “positions” as used in the passage?

- Ⓐ points
- Ⓑ sides
- Ⓒ stations
- Ⓓ places

26. Why could sundials only be used when it was **not** cloudy?

- Ⓐ Clouds affected the time of day.
- Ⓑ Clouds blocked the light from the sun.
- Ⓒ Clouds kept the sundials from warming up.
- Ⓓ Clouds made the sundials show the wrong time.

27. According to the passage, how long did it take a rope to burn from one knot to the next?

- Ⓐ one hour
- Ⓑ two hours
- Ⓒ three hours
- Ⓓ four hours

28. As used in the passage, what does the word divisions mean?

- Ⓐ remainders
- Ⓑ weights
- Ⓒ sections
- Ⓓ shadows

29. How was a candle used to wake people up?

- Ⓐ The candle burned out when the flame reached a nail.
- Ⓑ The candle melted down to a particular mark.
- Ⓒ A knot was made in the candle wick at the correct time.
- Ⓓ A shoe fell when the candle melted to a certain point.

Read the passage about a race. Then, answer the questions that follow.

# Just Say Whoa!

by Elaine Pageler

Ridge raced his bike to the end of Mill Pond Road and screeched to a stop. “How was that?” he asked his friend Bill.

“You were nine seconds slower than last time,” said Bill, checking his stopwatch.

*Hee haw.* Mr. Beck’s old donkey, Sadie, brayed from the other side of the fence.

“Be quiet,” Ridge said with a frown. “Even great athletes have slower days.”

Sadie lifted her head. *Hee haw, hee haw,* she continued.

“Bad move, Ridge,” said Bill. “You know how contrary Sadie is. Telling her to be quiet means she’ll sound off for an hour.”

Ridge pointed his finger at Sadie. “Just remember that you’re looking at the next winner of the Labor Day Triathlon.”

Winning the triathlon had been Ridge’s dream since the event began three years before. The race had three stages: a bike ride down Mill Pond Road, a swim across the pond, and a horse race through the meadows into town.

Now that Ridge was twelve, he was old enough to enter the junior division.

For weeks Ridge had practiced the biking and swimming parts, with his friend Bill coming along to time him. Tomorrow Ridge would begin horseback riding, too.

Renting a horse was expensive. But today Ridge’s pocket bulged with enough

of his savings to rent a horse for the next week.

“Come on, Bill,” Ridge said. “Let’s bike over to the Sorenson Stables.”

The boys entered the stable office and Ridge pulled out his money. “I’d like to rent one of your fastest horses for the triathlon,” he said.

“I’m sorry,” said Mrs. Sorenson. “Lots of kids are entering that race, and they were quicker getting here. I just rented our last available horse an hour ago.”

“I’ve got to have a horse,” gasped Ridge. “Do you know where I can get one?”

Mrs. Sorenson thought for a moment. “Mr. Beck has a horse,” she said.

“You mean Sadie?”

Mrs. Sorenson shook her head. “No, I mean Wildfire. Mr. Beck bought him this morning.”

Ridge and Bill hurried to Mr. Beck’s house and told him their problem. Mr. Beck said that the training would be good for Wildfire, and he agreed to let Ridge use him.

Mr. Beck led the boys to the pasture and saddled Wildfire. He handed the reins to Ridge.

Wildfire looked like a wonderful horse. Ridge couldn’t believe his good fortune. He was about to swing into the saddle when Sadie rushed over with a mean look in her eyes and pushed him away. She wouldn’t let Ridge get near

Wildfire, so Mr. Beck led her out of the pasture.

Each day when Ridge came to ride, Sadie behaved the same way, pushing and shoving and grabbing the sugar that Ridge hid in his pocket for Wildfire. But with Mr. Beck's help, he managed to do some riding.

When Labor Day arrived, Ridge was confident that he and Wildfire would race well. Bill would wait at the end of Mill Pond Road to take Ridge's bike, and Mr. Beck would be on the other side of the pond with Wildfire.

The race began, and Ridge stayed with the pack of bikers as they headed down Mill Pond Road. It was two miles to the pond, and Ridge knew to pace himself, saving some strength for the end of the race. But as they reached the flatter ground near the pond, he began to pull ahead. Ridge hopped off his bike with a lead of several seconds.

"There's a problem," Bill said as he grabbed the bike. "Wildfire came up lame. You'll have to use Sadie. Mr. Beck says she can be a good runner."

"Sadie," groaned Ridge as he plunged into the pond. She was no racer. But if Ridge could lengthen his lead in the water, then maybe he could still win the race.

With steady, even strokes, Ridge swam the quarter mile across the pond.

Splashing out of the water, Ridge rushed over to Sadie, and Mr. Beck gave him a boost into the saddle. Ridge's wet legs startled the donkey, and she bolted forward. But after a few seconds she began to slow down.

"Giddyup," Ridge called frantically. He could hear horses running close behind.

But Sadie went even slower, and a horse surged ahead.

"Giddyup!" Ridge yelled. "You always do exactly what I tell you not to do."

Suddenly Ridge knew what to do. He pulled back on the reins and shouted, "Whoa!"

Sadie hesitated. Ridge called "Whoa" once more.

Sadie laid back her ears, snorted, and charged forward. With pounding hoofs, she caught the horse. By the end of the race, she was fifteen yards ahead.

Ridge jumped off Sadie and gave her a hug. She nuzzled against him. The mean look was gone from her eyes.

Bill ran up. "I guess you and Sadie finally understand each other," he said.

Ridge patted Sadie's neck. "I didn't know what a good runner she could be. The two of us triathlon champs are going to be great friends."

"Say 'cheese,' " called a photographer. "I need a picture for the newspaper."

Ridge, Sadie, Bill, and Mr. Beck faced the camera. They all said "cheese," except for Sadie. Naturally she had to be different.

*Hee Haw.*

30. As used in the passage, what is the meaning of the word contrary?
- Ⓐ doing the opposite of what is asked
  - Ⓑ being as pleasant as possible
  - Ⓒ performing the best one is able
  - Ⓓ making a loud noise
31. According to the passage, which is **not** part of the Labor Day Triathlon?
- Ⓐ bike riding
  - Ⓑ swimming
  - Ⓒ running
  - Ⓓ horse racing
32. According to the passage, what is required to enter the junior division of the triathlon?
- Ⓐ must be an owner of a horse
  - Ⓑ must have three people on a team
  - Ⓒ must have previous racing experience
  - Ⓓ must be at least twelve years old



33. According to the passage, why does Ridge **not** rent a horse from Sorenson Stables?
- (A) He uses his savings to buy a new bike.
  - (B) He arrives after all the horses are gone.
  - (C) He does not have enough money saved.
  - (D) He decides the horses are not fast enough.
34. According to the passage, why does Mr. Beck agree to let Ridge practice riding Wildfire?
- (A) Mr. Beck would like Ridge to win the race.
  - (B) Wildfire would benefit from the training.
  - (C) Ridge asks Mr. Beck in a polite way.
  - (D) Wildfire won a race a few years ago.
35. Which word is a synonym for “plunged” as used in the passage?
- (A) dived
  - (B) eased
  - (C) slipped
  - (D) galloped

## READING

36. Based on information in the passage, what does Bill mean when he says, “I guess you and Sadie finally understand each other”?
- Ⓐ He knows that Ridge and Sadie easily won the race.
  - Ⓑ He hears Ridge say that riding Sadie was a good idea.
  - Ⓒ He sees Ridge and Sadie posing together for a picture.
  - Ⓓ He realizes that Ridge figured out how to make Sadie run.
37. Which word has a prefix meaning “three”?
- Ⓐ several
  - Ⓑ entering
  - Ⓒ triathlon
  - Ⓓ tomorrow



38. Which statement **best** states the theme of the passage?

- Ⓐ Victory brings unwanted attention.
- Ⓑ The easy way is seldom the successful way.
- Ⓒ Help can come from unexpected places.
- Ⓓ Hard work should receive honest praise.

39. What is one problem Ridge has when training for the Labor Day Triathlon? Use one example from the passage to explain how the problem is solved.

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Read the directions for the project. Then, answer the questions that follow.

### Recycled Rain Stick

Make tropical music with a homemade instrument.

In South America, where the rain stick is believed to have originated, crafters press thorns into the hollow shaft of a dried-out ocotillo cactus and then fill it with small stones or volcanic pebbles. When the stick is turned upside down, the pebbles cascade over the thorns, creating the sound of rain falling on leaves.

Even though an ocotillo cactus and volcanic pebbles may be hard to come by here, you can still make a musical rain stick of your own—from a cardboard mailing tube and dry rice or beans. Here's how.

#### What you need:

- cardboard mailing tube
- dry rice or beans
- hammer
- one-half pound finishing nails
- heavy-duty tape
- acrylic paint

#### What to do:

1. Randomly hammer about one-half pound of finishing nails into the sides of a cardboard mailing tube. Ideally, the nails should be exactly as long as the tube is wide.
2. With one end of the tube securely capped (tape the cover in place, if necessary), pour 1 to 2 cups of dry rice or beans into the tube. Then place a hand over the open end of the tube, and tilt it to test the sound. You can pour out some of the rice or beans or add more until you achieve the sound you like. If you want a slower-sounding rainfall, hammer in more nails.
3. Cap the open end, securing it with tape if needed.
4. Now decorate the outside of the rain stick with acrylic paint. Once the paint dries completely, tilt the stick, close your eyes, and listen to the sound of a rain shower trickling down from the tops of the trees.

40. What is the root or base word of “originated”?

- Ⓐ or
- Ⓑ rig
- Ⓒ origin
- Ⓓ rigrate

41. Read this phrase from the passage.

“with small stones or volcanic pebbles.”

In which word does “-ic” mean the same as it does in “volcanic”?

- Ⓐ garlic
- Ⓑ numeric
- Ⓒ clinic
- Ⓓ relic

42. According to the passage, how long should the nails be?

- Ⓐ exactly as wide as the tube
- Ⓑ shorter than the width of the tube
- Ⓒ a little longer than the width of the tube
- Ⓓ just long enough to go through the wall of the tube

43. Which step must be completed just before pouring beans or rice into the tube?
- Ⓐ tilting the stick
  - Ⓑ hammering the nails
  - Ⓒ securing the cap
  - Ⓓ painting the tube
44. In testing the sound, why is it important to put one hand over the open end of the stick?
- Ⓐ to keep the tube from getting too full
  - Ⓑ to keep the beans or rice from falling out
  - Ⓒ to make sure that the beans or rice fall slowly
  - Ⓓ to make sure that the tube has a pleasant sound
45. As used in the passage, what does the word achieve mean?
- Ⓐ lose
  - Ⓑ stop
  - Ⓒ reach
  - Ⓓ break

46. To make a rain stick have a slower-sounding rainfall, you should add more

- Ⓐ tape.
- Ⓑ nails.
- Ⓒ beans.
- Ⓓ paint.

47. In order to hear the rain shower in step four, one must

- Ⓐ use imagination.
- Ⓑ decorate the stick.
- Ⓒ be near tall trees.
- Ⓓ be outdoors.

48. What is the root or base word of “trickling”?

- Ⓐ tri
- Ⓑ trick
- Ⓒ king
- Ⓓ trickle

49. Which would be the **best** new title for the passage?

- Ⓐ “The Ocotillo Cactus”
- Ⓑ “Recycling Can Be Fun”
- Ⓒ “Inside Tropical Forests”
- Ⓓ “Make the Sound of Rain”



Read the passage about a whale. Then, answer the questions that follow.

## Cucumber Is Crying

by Amanda Hall

Beach grass is scratching its last night-song on my window when the telephone rings.

From my doorway I watch Dad answer it sleepily. “Hello?” His face wrinkles up. “A whale? Sonora Beach? On my way.”

I tiptoe to his room. “Dad, can I come?”

He’s wearing his shirt with the marine rescue veterinarian badge. He looks at me. Maybe he’s remembering the time we saved a turtle from broken glass and I cut my foot. Maybe he’s thinking of when I skipped the science fair to help with the cormorant.<sup>1</sup> Or maybe he’s remembering how I cried when the otter was too weak to survive.

But today is Saturday, and there’s no science fair. There’s no broken glass with a beached whale. And I think we can save the whale before it’s too weak, too.

“Please, Dad. Let me come?”

“O.K.”

Dad and I hurry to the truck. We take lots of buckets.

The sun is rising at Sonora Beach, and the rest of the marine rescue team is waiting. Dad runs the truck over the curb, spraying sand behind us, and parks near the gray whale calf. It looks like a big

cucumber. I pat his head. “You’ll be O.K., Cucumber.” Already the sun has dried his skin to a sticky rubber. His shiny eyes roll like marbles. His ribs bow out against the sand, and he’s wheezing.

“It’s a good four hours till the tide turns,” Dad says. “He might last—if we keep him wet enough.”

The marine rescue men and women swarm around our truck, grabbing buckets and running for the tide. I take the last one, leaving Cucumber alone with Dad.

Cucumber’s mother swims close to shore, spouting and slapping her flukes against the waves. The other whales in the pod swim restlessly back and forth, and every hour more of them drift away.

The marine rescue men and women keep lugging buckets of sloshing salt water. Sunbathers and beachcombers bunch up like sandpipers. Police remind them to stand back.

The mother whale swims back and forth and back and forth, as if counting off the hours. One. Two. Three. Four. Cucumber whistles to her.

The tide returns in foamy trickles, then in soaking waves. It rolls and splashes against Cucumber. We throw the water up across his back. His blowhole squeezes open and shut, sending a splash into the air. It falls back on our burning shoulders like soft rainfall.

<sup>1</sup> a large seabird with webbed feet and a hooked beak

The rescue boat bobs in the waves.

“Geoff!” Dad yells to the captain.  
“Can you get the boat in closer? Without that sling we haven’t got a chance.”

The engine growls, but the shallow water holds the boat back.

By the time the tide reaches my knees, Cucumber lies lopsided, making a few strained squeaks. Dad drops his bucket. He walks over to the watching crowd. “The calf needs shade,” he says. They scramble to their cars and back again, hiding the slanted sun behind a wall of picnic blankets, tent poles, and volleyball nets.

Dad strokes Cucumber’s smooth body. His arms are frosted with salt, and his eyes are sad and droopy.

The whale pod swims off. Only Cucumber’s mother remains.

Suddenly, Cucumber makes a deep barumph! barumph! barumph! He is choking on sand. Dad and I drop to our knees and scoop the beach out of his mouth. The waves wash it back in. Barumph! Barumph!

I scoop and scoop and scoop. My shoulders throb. Hair gets in my eyes,

and I can’t see. Still I dig. When I feel his tongue, knobby as a starfish, I smile.

When the tide reaches my waist, our boat comes in close, hauling the big white sling.

We roll Cucumber into it and push. The boat engine whines, pulling. Cucumber twitches his flukes and tries to scrape the sand with his flippers.

“PUSH!” I yell to my dad’s coworkers. But they are pushing. They want to save Cucumber as much as I do.

Dad bites his bottom lip. His shoulders sag under his stained, soggy clothes. He gets some of the crowd to help. Our legs cramp and our knuckles turn white. It’s like shoving two thousand pounds of jelly.

Suddenly there’s a sucking, unsticking sound. It’s so small I think I’m imagining it. Then the others hear it, too.

Schloo, schlooo, schlooop!  
Cucumber is free!

The boat engine sputters, then roars as it pulls the whale calf far out from Sonora Beach.

50. What needs to happen to help Cucumber return to the sea?

- Ⓐ The tide needs to turn.
- Ⓑ The wind needs to blow.
- Ⓒ The other whales need to help push.
- Ⓓ The mother whale needs to call Cucumber.

51. As used in the passage, what does the word pod mean?

- Ⓐ ocean
- Ⓑ beach
- Ⓒ boat
- Ⓓ group

52. What happens right after the other whales swim off?

- Ⓐ The mother whale swims away.
- Ⓑ Dad drops his bucket of salt water.
- Ⓒ The marine rescue boat comes in closer.
- Ⓓ Cucumber chokes on sand.

## READING

53. What is the main problem in the passage?
- Ⓐ keeping the other whales safe
  - Ⓑ keeping people away from Cucumber
  - Ⓒ getting the marine rescue team together
  - Ⓓ getting Cucumber back out into the ocean
54. Why is “Cucumber Is Crying” a good title for this passage?
- Ⓐ The narrator’s foot gets cut.
  - Ⓑ The whale is in trouble.
  - Ⓒ Salt water gets in the narrator’s eyes.
  - Ⓓ It is the sound made by the whales.
55. What is the theme of the passage?
- Ⓐ Good things can happen when people work together.
  - Ⓑ Veterinarians are needed to save stranded animals.
  - Ⓒ Whales stay together when another is in trouble.
  - Ⓓ A childhood experience can help one choose a career.

**END SESSION**



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**Grade 4  
Reading Test Book  
Form 4PTR**

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